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ABSTRACT

This workplace skills course on complex materials is designed for employees who want to increase their comprehension of more complex reading materials in the workplace. It uses a variety of materials from the workplace, including forms, memos, letters, and reports. Introductory material includes a course outline, objectives, and topical outline. The course consists of 12 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, teacher tips, and information sheets and handouts. Topics covered in the sessions include the following: developing a reading strategy; skimming and previewing; using the dictionary effectively; strategies for dealing with unfamiliar vocabulary; frequently confused words; identifying subjects, main ideas, and supporting details; responding to memos and letters; filling out more complex forms; and reading reports. (YLB)

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MERCER COUNTY
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Complex Materials: Decoding the Facts

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PEOPLE RETRAINING for INDUSTRY EXCELLENCE

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Complex Materials:
Decoding the Facts

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Division of Corporate and Community Programs

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Developed with funds from the United States Department of Education

National Workplace Literacy Program

1995

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WORKPLACE SKILLS TRAINING PHILOSOPHY

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

COMPLEX MATERIALS: DECODING THE FACTS

COURSE OUTLINE:

This course is designed for employees who want to increase their comprehension of more complex reading materials in the workplace. By developing strategies to identify and respond accurately and efficiently to written messages, employees will make themselves more competent, and therefore more valuable. The course will use a variety of materials from the workplace, including forms, memos, letters, and reports. Students will learn skills for improving vocabulary, as well as reading actively for information.

OBJECTIVES:

Upon completion of this course, students will be able to do the following:

- use a reading strategy to skim, scan and read in detail an assortment of reading materials
- use the dictionary effectively
- apply strategies for dealing with unfamiliar vocabulary
- identify subjects, main ideas and supporting details of paragraphs, memos, letters and reports
- summarize and report on information they have read, both orally and in writing
- fill out more complex forms
- read more complex reports

TOPICAL OUTLINE:

- developing a reading strategy
- skimming and previewing
- using the dictionary effectively
- strategies for dealing with unfamiliar vocabulary
- frequently confused words
- identifying subjects, main ideas and supporting details
- responding to memos and letters
- filling out more complex forms
- reading reports

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 1♦

OBJECTIVES:

In order to read and follow instructions at work, at the end of this session students will be able to:

- define purpose
- skim for general information
- read relevant sections carefully
- summarize the information
- evaluate their interpretation

TOPICS:

- what are you reading for?
- looking for clues before you start
- careful reading for information
- summarizing information
- making sure you have achieved your purpose

METHOD:

- group work
- guided discussion on principles
- reading and writing

EVALUATION:

- pre-class exercise
- Self evaluation based on correct completion of worksheets

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 1♦

Students will apply the reading strategy to materials in the workplace. They will be able to give summaries of written materials and instructions so that the information may be passed along to colleagues

MATERIALS:

- newspapers
- handouts: Count the "F's"; Active Reading; Developing a Reading Strategy; Previewing and Skimming.
- Company Employee Handbook
- Pre-class exercise

TEACHER TIPS ◆ SESSION 1

◊ Introductions

◊ Course overview and what we hope to achieve in the 6 weeks.

◊ Ice Breaker – "Count the F's"

◊ Pre-class exercise

◊ Hand out newspapers. Ask for:

e.g. *the weather report for the weekend*
the score of last night's game
some topical financial or political news

◊ Discuss how they went about finding the information and write on board. Then make comparisons with pre-written chart: Developing a Reading Strategy.

◊ Using Reading Strategy, read and discuss articles in Company Employee Handbook.

TEACHER TIPS ◆ SESSION 1

OBJECTIVE:

To show that we don't pay attention to detail. We see what we want to see and often miss less important details.

METHOD:

Hand out copies of "Count the F's", face downwards. When the group is ready, ask them to turn the page over and count how many times the letter "F" appears on their page. After 1 minute, ask how many have 3 F's, how many have 4, 5 and eventually 6. (About 50% will see only 3, and only 10% will see all 6 F's)

DISCUSSION:

⇒ Why did most of us not see all 6 at first? (F on "of" sounds like "V".)

⇒ Why is it important to read what we see and not what we think we see?

⇒ Is it important to pay more attention to detail and why?

"COUNT THE F'S"

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

PRE-COURSE EXERCISE

Read the passage below and then answer the questions that follow it.

WORK PHILOSOPHY

ABC Engineering is a highly successful manufacturer of air cooling devices. Working together as a team everyone associated with ABC Engineering has made it a leader in its field.

Building teamwork requires that we establish mutual trust and confidence. Mutual trust and confidence requires communication, effort and commitment on the part of everyone. The company firmly believes outside representation is not in the best interests of the company or any employee.

We know that we have to earn your trust and confidence and we intend to do it. We also expect reciprocity. Competitive pay and benefits, a pleasant work environment, and excellent employee relations programs will be provided to you. All managers and supervisors will respect you as a person with individual feelings, concerns and aspirations. We want to deal with you directly and individually because we believe this is the way to build our team and the working relationship we all need for ABC Engineering to continue as a successful company and for you to attain your objectives.

We believe there is opportunity for all ABC people to grow and prosper along with ABC Engineering. This can best be accomplished in an environment of trust, confidence, and direct communications. We want you to become a part of the team that makes ABC Engineering a success for all of us.

PRE-COURSE EXERCISE

QUESTIONS:

1. What is the subject of this passage?

2. What is the main idea?

3. What is its purpose?

4. What does *reciprocity* mean?

5. What is outside representation and why do you think it is not in the best interests of the company or the employees?

ACTIVE READING

- **Reading is the interaction between you and the printed text**
- **You are an active participant in the process**
- **You control the direction your reading will take**
- **To become a self-directed reader, you must actively read for understanding**

BEFORE

- know your purpose
- ask yourself what you already know about the subject
- what is your opinion about the subject

DURING

- ask yourself questions while you are reading
- use context clues to predict meanings

AFTER

- restate the main points in your own words
- explain the meaning to someone else
- evaluate what you have read
- relate back to the purpose and apply what you have read

DEVELOPING A READING STRATEGY

1: Define your **purpose** for reading.
(This is often stated in the title)

2: **Skim** the text quickly for general **information** and the **main ideas.**
(Look for clues – look at **headings**, anything **underlined**, anything in **italics.**)

3: **Read carefully** the parts that relate to your purpose.

4: **Summarize** the information.

5: **Evaluate** your interpretation.

- Have you understood what you read?
- Can you achieve your purpose?
- If not, have you misinterpreted the information?

USING THE READING STRATEGY

Below are situations that any of us might be faced with. Using the reading strategy and the ABC Employee Handbook, find out the necessary information and then be prepared to share that information with the rest of the class.

1. I am going to adopt a baby and would like to spend some time with her. What must I do? How does this affect my job? How much time can I have?

2. I spilt water on a blueprint, while horsing around with a co-worker. Instead of telling our supervisor, we destroyed the blueprint.

3. I don't understand the Absenteeism/lateness policy?

4. I am a new employee and wish to know about holidays and vacation time. Are there any other days I am entitled to if I need to see to personal business?

5. As a new employee, I am concerned about the health and dental coverage for my family. Can you give me information about my cover. Also is there any type of pension plan?

PREVIEWING AND SKIMMING

Before we read anything in detail, particularly longer articles, reports and letters, we ought to **preview** what we are about to read.

PREVIEWING

- **gives us an idea of what to expect.** (Is it long, difficult, on a familiar topic?)
- **allows us to organize our thinking around the topic.**

SKIMMING

- **gives us clues about key points and main ideas**

⇒ Look for **headings, sub-headings**, anything in **bold, italics** or **underlined.**

⇒ Read the **first** and the **last paragraphs.** (The introduction and the conclusion should state the writer's **main ideas**.)

⇒ Read the **first sentence** of each of the **other** paragraphs. (Should state the **main idea** of each paragraph.)

⇒ Ask yourself, and write down **questions** about what you would want to know about these **key points** and **main ideas.)**

⇒ Then, **once you have read the article in detail**, refer to and see if you can **answer** your questions.

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 2♦

OBJECTIVES:

In order to use the dictionary effectively, at the end of this session students will be able to:

- list words in alphabetical order
- identify different parts of speech
- use the pronunciation symbols found in the dictionary
- identify different meanings from different pronunciations

TOPICS:

- dictionary work
- alphabetizing
- parts of speech
- pronunciation

METHOD:

- guided discussion
- vocabulary exercises
- dictionary work

EVALUATION:

- correct completion of worksheets
- self evaluation

Students will have acquired skills that will enable them to identify all aspects of the dictionary.

MATERIALS:

- dictionaries
- assorted handouts and exercises

STRATEGIES FOR DEALING WITH UNFAMILIAR VOCABULARY

Words have no meaning by themselves. You, the reader, provide the meaning.

1. **Use the dictionary**

2. **Use context clues:**

3. **Study the structure of the words:**

   - **Roots**
   - **Prefixes**
   - **Suffixes**

DICTIONARY WORK

Arrange this list of words in alphabetical order:

adequate	genuine	leisure	contract
expertise	volunteer	environment	resume
contact	experience	unique	nominate
superior	potential	asset	supervisor
persuade	confidential	sufficient	insight

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

DICTIONARY WORK

In this next exercise the two words in *italics* are the guide words that would appear on the top of each page of a dictionary. Underline the words in the other list that would appear on that page. Then in the spaces provided list those words in alphabetical order.

Example:

main to *make* mall, major, mainly, maize, making, maintain

mainly	maintain	maize
major	_____	_____

1. *except* to *excuse* excite, execute, excellent, exchange, exclusive, exclude

_____	_____	_____
_____	_____	_____

2. *machine* to *maggot* machinery, mace, macro, magic, maelstrom, mafia

_____	_____	_____
_____	_____	_____

DICTIONARY WORK

3. *portrait* to *poster* posterity, portray, possess, PostScript, positive, portion

_____ _____ _____

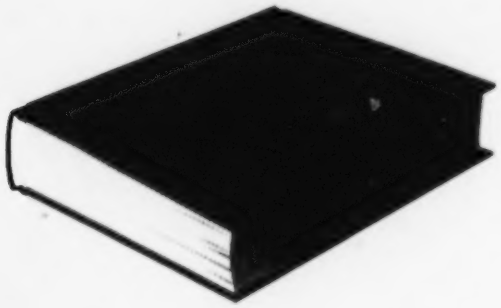
_____ _____ _____

4. *catharsis* to *cause* caucus, catheter, caulk, catastrophe, catchment, caustic

_____ _____ _____

_____ _____ _____

PARTS OF SPEECH

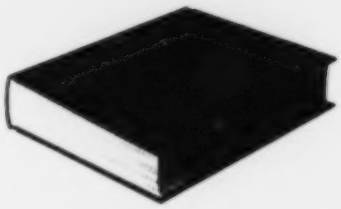


The dictionary tells us what part of speech a word is. It indicates the part of speech with an abbreviation in italics, placed after the word's pronunciation.

n	=	**noun**
vb	=	**verb**
adj	=	**adjective**
adv	=	**adverb**
pron	=	**pronoun**
prep	=	**preposition**
conj	=	**conjunction**
abbr	=	**abbreviation**
pl	=	**plural form of noun**

Many words can be more than one part of speech. For example, **service** can be used as a noun: *He is in the civil service*; or as a verb: *The mechanic services my car regularly.* Sometimes there is a separate entry for each part of speech. Alternately, the word has one entry and its various parts of speech and meanings are all listed after that one entry.

PRONUNCIATION



Figuring out how a word should be pronounced can be a problem too! Use this list of pronunciation symbols and explanations to help you figure out how to pronounce a new word in the dictionary.

SYLLABLES = the word is broken down into syllables, or parts, so that you know where to stop and start

* *EXAMPLE:* volcano = **vol * ca * no**
  this word has three syllables

* *EXAMPLE*: coordinate = **co * or * din * ate**
  this word has four syllables

In the dictionary, the word is broken down twice:

Once with syllables broken down using **dots or ***

Next between reversed backslashes \ \
This breakdown gives pronunciation pointers and accent marks.

PRONUNCIATION = Words are respelled to match the way they sound when spoken

* *EXAMPLE:* **dictionary** = \dik-shə-ner-e\

PRONUNCIATION

ACCENT MARK = ' This mark shows where the stress falls in a word, on which syllable. It always appears in front of the syllable to be stressed.

* *EXAMPLES*: **volcano** = \val - 'ka - no\

create = \kre - 'at\

PRONUNCIATION KEY

\ă\	bat	\ō\	go, toe, bow
\ā\	play, plate, rain	\ô\	saw, fault
\âr\	pair, stare	\oi\	soil
\ä\	star	\o͝o\	book
\b\	big	\o͞o\	who, boot
\ch\	chair, kitchen	\ou\	mouse, bow
\d\	dog	\p\	pen
\ĕ\	beg	\kw\	quite
\ē\	be, bee, bead	\r\	run
\f\	fun, phone	\s\	say
\g\	get	\sh\	show, push
\h\	house	\t\	tank
\hw\	when	\th\	think
\ĭ\	pin	\th\	that
\ī\	pine, by, buy	\ŭ\	but
\îr\	beer, fear, tier	\ū\	cute, you
\j\	job, George, suggest	\ûr\	her, bird, heard
\k\	cat, kitchen	\v\	vain
\l\	light	\w\	win
\m\	mother	\y\	yellow
\n\	now, knife	\z\	zone
\ng\	sing	\zh\	pleasure, garage, vision
\ŏ\	not	\ə\	seven, bonus, edible
		\ər\	sitter

PRONUNCIATION

Using the Pronunciation Key, translate the quotations below into regular English.

1. \'nĕv-ər mĭ-'stāk 'mō-shən fər 'ăk-shən\ – Ernest Hemingway

_____

2. \ī dōnt kâr hwŭt yo͞o ♥\ – Bumper sticker

_____

3. \ə stĭch in tīm wo͝od hăv kən-'fyo͞ozd 'ĭn-stĭn\ – Unknown

_____

4. \hwĕn yo͞o ər āt yĭrz old, 'nŭth-ing ĭz 'ĕn-ē əv yər 'bĭz-nəs\ – Lenny Bruce

_____

Source:

Bonet, Diana. **Vocabulary Improvement: Words Made Easy.** Menlo Park, California: Crisp Publications, Inc., 1992.

DICTIONARY WORK

Sometimes the accent mark changes on words.

1. Look up the word **CONTENT** and write out the dictionary breakdowns. What is the difference between the accent marks? What is the difference in meaning between **con**tent and con**tent**?

2. Look up the word **DESERT**. What are the two accents possible? What is the difference between the two words?

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 3♦

OBJECTIVES:

In order to deal with unfamiliar words in forms, memos and articles, at the end of this session students will be able to:

- use context clues
- give meaning by recognizing examples
- give meaning by recognizing synonyms
- give meaning by recognizing antonyms

TOPICS:

- how to work out words' meanings
- examples
- synonyms
- antonyms

METHOD:

- guided discussion
- vocabulary exercises
- reading

EVALUATION:

- correct completion of worksheets
- self evaluation

Students will have acquired skills that will enable them to interpret unfamiliar vocabulary. Therefore, they will be able to understand a wider range of reading material in the workplace.

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 3♦

MATERIALS:

- Strategies for Dealing with Unfamiliar Vocabulary
- Building Vocabulary
- Vocabulary exercises

STRATEGIES FOR DEALING WITH UNFAMILIAR VOCABULARY

Words have no meaning by themselves. You, the reader, provide the meaning.

1. **Use a dictionary**

2. **Use context clues:**

   Can you guess the meaning by the way the word is used, looking at the other words around it?

   - Sometimes the **unfamiliar word** is **described** within the sentence.
   - An **example** of the term or how it is used, may be given.
   - The word and a familiar **synonym** (a word of similar meaning) are given together.
   - The word and a familiar **antonym** (a word of opposite meaning) are given together.
   - Looking at accompanying **illustrations** can help you to figure out the meaning.

3. **Words are learned by studying their structure:**

   - **Roots**
   - **Prefixes**
   - **Suffixes**

BUILDING VOCABULARY

If you know one word, you can think of others that relate to it in some way.

Think of the word ***clean*** – then think of words that have these relationships to that word.

OPPOSITE:

The opposite of a word is the ***antonym.***
If something is NOT clean, then it is

_____.

SIMILAR WORD:

A word with a similar meaning is a ***synonym.***
If something is clean, then we also say it is

_____.

EXAMPLE:

An example of a clean something is

_____.

BUILDING VOCABULARY

Write opposites (*antonyms*), similar words (*synonyms*), and examples for the words below.

1. **novice**
   - opposite _____
   - same meaning _____
   - example _____

2. **tedious**
   - opposite _____
   - same meaning _____
   - example _____

3. **affluent**
   - opposite _____
   - same meaning _____
   - example _____

4. **superficial**
   - opposite _____
   - same meaning _____
   - example _____

BUILDING VOCABULARY

5. **impromptu** opposite _____

same meaning _____

example _____

Think of *three words* on your own: come up with the opposite, a synonym, and example for each.

MEANING FROM EXAMPLES

Find the examples that help define the underlined word. Then try to give the meaning of the word.

1. The adverse effects of sitting at a P.C. all day, including backache, headaches, and dizziness, have made me stop enjoying my job.

   - **Adverse** means

2. Since my mother retired, she has developed such avocations as gardening and knitting.

   - **Avocations** mean

3. There have been some bizarre occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

   - **Bizarre** means

4. The supervisor tried to ascertain why the mistakes were made. She established who was there and verified what the schedule was for that day.

   - **Ascertain** means

SYNONYMS

Find the word that means **the same as** (the ***synonym***) for the <u>underlined</u> word in the sentences below.

1. Joe is a great <u>procrastinator.</u> He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.

2. Please <u>scrutinize</u> the document and carefully examine the fine print.

3. The C.E.O. encouraged people to give <u>pragmatic</u> solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.

4. When the supervisor <u>berated</u> the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.

ANTONYMS

Find a word that means **the opposite** of (***the antonym***) of the underlined word in the sentences below. Then try to give the meaning of that word.

1. The profit margins of our company are not static, but change with the ups and downs of the U.S. Economy.

   - **Static** means

2. Many people do not give succinct answers to questions, but ramble on with long vague ones.

   - **Succinct** means

3. People often point out the harmful effects that a working mother may have on a family, yet there are many salutary effects as well.

   - **Salutary** means

4. Before quality assurance, the company policy on inspection was very loose, but now there is a stringent procedure to follow.

   - **Stringent** means

VOCABULARY IN CONTEXT

Work out the meanings of the words in bold. Then match each word with its definition.

1. Fred's jokes are in such bad taste that they **elicit** looks of disgust instead of laughter.

2. Even though the papers keep talking about economic recovery, I am very **skeptical** that things are getting better, when I see how many small businesses around me are closing.

3. State Government hopes to **revitalize** the currently lifeless shopping malls by offering tax breaks to small businesses.

4. I am a very **persistent** person. I work with a problem for as long as it takes to figure out the solution.

5. The chatty, slow-moving sales attendant seemed **oblivious** to the long line of impatient customers at her checkout.

* **elicit**	to restore to a vigorous, active condition
* **oblivious**	refusing to quit, stubbornly continuing
* **revitalize**	to draw forth
* **persistent**	doubting, questioning
* **skeptical**	unaware of, failing to notice

CONTEXT CLUES

Work out what the underlined word means by the other words around it.

1. A former employee, irate over having been fired, broke into the plant and deliberately destroyed several machines.

   - **Irate** means

2. The company picnic was a fiasco, as it rained all day.

   - **Fiasco** means

3. Mary found she was always talking to everyone because of the proximity of her work-station to the cafeteria.

   - **Proximity** means

4. The director didn't have time to read Jim's entire report before the meeting, so he asked him to give him the gist of what it was about.

   - **Gist** means

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 4♦

OBJECTIVE:

In order to deal with unfamiliar words in forms, memos and articles, at the end of this session students will be able to:

- give meaning by recognizing common roots, prefixes and suffixes

TOPICS:

- how to work out words' meanings
- roots, prefixes and suffixes

METHOD:

- guided discussion
- dictionary work
- vocabulary exercises
- reading

EVALUATION:

- correct completion of worksheets
- self evaluation based on correct use of dictionary

Students will be more competent in reading workplace material and in dealing with unfamiliar vocabulary. They will make fewer mistakes following instructions and deciphering unfamiliar terms.

MATERIALS:

- dictionaries
- roots, prefixes and suffixes
- crossword
- vocabulary exercise
- "Hiring the Right People"
- Well Known Sayings

DICTIONARY WORK

Working in two groups, look up the following words:

group 1	**group 2**
octopus	octogenarian
inspector	spectator
polygamy	bigamy
synchronize	chronological
retribution	distribution

Go over meanings.
Is there anything that strikes you about the 2 lists?

PREFIXES & ROOTS

Root or Prefix	Meaning	Example
ab	away (from)	absent
acer/acr	bitter, sour	acrid, acerbity
ad	to, toward	adhere
ambi	both	ambivalent
ante	before	anteroom
anthropo	man, mankind	anthropoid
anti	against, opposed	antipathy
aqua	water	aquatic
aud	hear	auditory
auto	self	automatic
bene	well, good	beneficial
cede, ceed	go, move	proceed, recede
chron	time	chronological
circum	around	circumference
co, con, com	together, with	cooperate, conspiracy
cogni	know	recognize
counter, contra	against, opposite	counteract, contrary
cred	believe	credential
de	from, away	depart
dent	tooth	dentist
derm	skin	dermatitis
dic, dict	say	dictate
dis	apart, from, away from	distract
duc, duct	lead	aqueduct
ex, exo	out (of)	excise, exodus
fid	faith, faithful	fidelity, confident
gamy	marriage	monogamy
graph	write	graphology
gress	go, move	progress
inter	between	interrupt

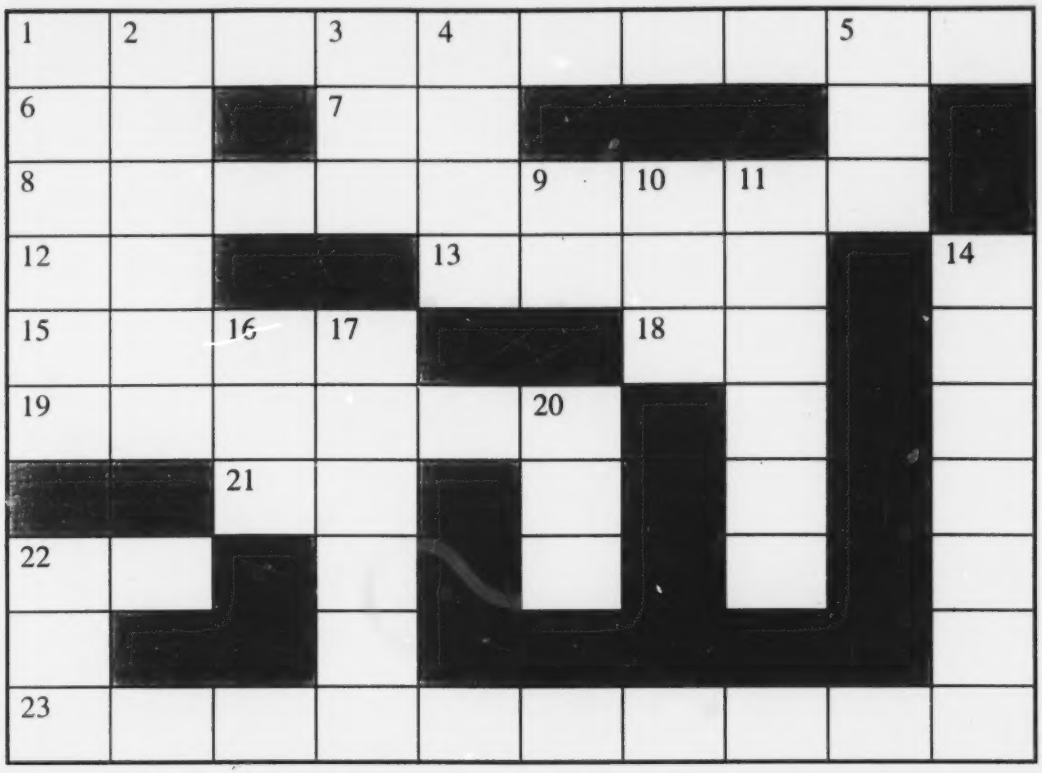
Root or Prefix	Meaning	Example
intra	within	intrastate
man	hand	manicure
mega	big	megaphone
mis	wrong, wrongly	mistake
miso, misa	hatred	misanthrope
morph	form, shape	amorphous
mort	death	mortality
multi	many	multitude
neb	hazy, cloudy	nebulous
non	not	nonadjustable
path	feeling, suffering	apathy
ped, pod	foot	pedal, peddle
pel	push	repel
poly	many	polygamy
port	carry	porter
post	after	postpone
pre	before	preamble
pro	forward	propel
re	back, again	return, redo
retro	backward	retrospect
rupt	break	rupture
scrib	write	transcribe
sect	cut	dissect
spect	see, look	spectator, inspect
sub	below, under	submarine
super	over, above	superior, supersonic
syn, sym	with, together	synchronize, symmetry
tend	stretch	extend
ten	hold	tenacious, tentacle
tort	twist	distort
trans	across	transport
viv	life	convivial

PREFIXES OF NUMBER

Prefix	Meaning	Example
uni	one	uniform
mono	one	monologue
du, duo	two	duet
bi	two	biped
tri	three	triangle
tetra	four	tetrameter
quad	four	quadruplets
penta	five	pentagon
quint	five	quintets
sex	six	sexagenarian
hex	six	hexagon
sept	seven	septet
oct	eight	octopus
nov	nine	novena
dec	ten	decade
cent	hundred	percent
hect	hundred	hectogram
mil	thousand	millimeter
kil	thousand	kilometer
semi	half	semicircle
hemi	half	hemisphere
demi	half	demitasse

SUFFIXES

Suffix	Meaning	Example
able, ible	able to	readable
al	relating to	musical
ar, er, or	one who	teacher, doctor
ful	full of	hopeful
ic	relating to	allergic
ish	like, close to	foolish, twentyish
ist	one who	psychologist
less	without	hatless
logy	study of	cosmetology, theology
ous	full of	cancerous



CLUES

Across

1. skin disease
6. prefix for out of
7. short for air conditioning
8. to work together with others
12. prefix for towards
13. the back of something
15. song for 2 people
18. the name of a famous steak sauce
19. If you look up to someone, you hold him in high _____
21. suffix for pertaining to
22. prefix for from or away
23. meter with four beats

Down

1. period of ten years
2. going out of or leaving a place
3. diagram of a country/city
4. prefix for bitter
5. frozen water
9. prefix for back or again
10. Automobile Association of America
11. 3 legged stand
14. person who teaches
16. expected time of arrival
17. person who works in a bank
20. root for hand
22. another word for spot

VOCABULARY EXERCISE

Read the following sentences. Using information from your lists on Prefixes, Roots and Suffixes, discuss what the words in **bold** mean.

1. We **concentrate** on companies in the New Jersey area as the best market for our product.

2. If you receive any complaints, please **refer** them to our customer service department.

3. My **initial** thought is that is a good idea. I may change my mind later.

4. Let's hope they **procure** several of the items we are selling.

5. The situation has been **exacerbated** by some mechanical problems we have been having.

6. I need a line graph that shows **bimonthly** sales.

7. The **interdepartmental** meetings will be held on the 2nd Tuesday of the month.

VOCABULARY EXERCISE

8. Before you send the parcel, you must **predetermine** the cost to the customer and to us.

9. Being careless with scrap is **counterproductive** to the company.

10. We must **synchronize** our plans for expansion with our other plant.

11. The new machine has **adjustable** parts and is therefore far more **versatile** than the one it is replacing.

12. In **retrospect, I concede** that the need for new products is vital for our economic growth.

HIRING THE RIGHT PEOPLE

Read the article **"Hiring the Right People"**. Then, using all the strategies for dealing with unfamiliar vocabulary, work out the meanings of the words below:

1. **mediocre**
2. **imperative**
3. **delegates**
4. **menial**
5. **scrutinize**
6. **downturns**
7. **equates**
8. **diligently**
9. **haphazard**
10. **prioritize**

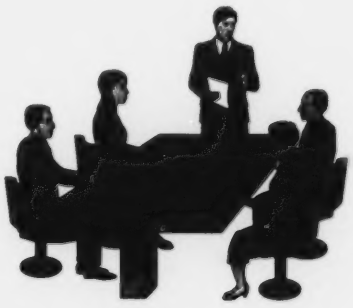
HIRING THE RIGHT PEOPLE

Employees are one of the most valuable assets your business can have. Their cooperation, enthusiasm and well-being can make the difference between a **mediocre** or an outstanding business. Untrained, unmotivated employees can cause a business to fail just as surely as economic **downturns**. It is absolutely **imperative** that you carefully plan the staffing needs of your company.

Two of the most critical points to be considered in terms of employees are productivity and trust. Productivity **equates** to how much is produced for every dollar you spend on labor. Too many owners think about what they pay in wages, rather than how much useful work their dollars will buy.

The second key point is trust. One basic reason otherwise successful businesses remain small is that their owners can't bring themselves to trust others enough to **delegate** authority and responsibility. Three secrets to trust are believing in yourself, taking the necessary time to recruit and hire **diligently**, and making responsibility a part of every job, even the most **menial**.

The hiring process should not be **haphazard**. Before you begin, you should **scrutinize** your business needs. Determine the specific duties for each employee as well as what you are willing to pay in salary and benefits. Going through this process enables you to clarify and **prioritize** the skills, experience and qualities you are seeking.



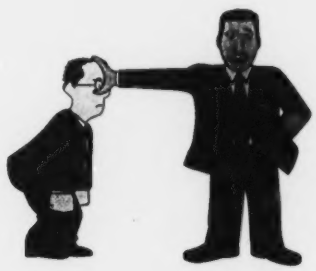
VOCABULARY IN CONTEXT

Read the following paragraphs and figure out the meanings of the words that are in **bold.** Then rewrite the paragraphs in your own words to express the information more clearly.

1. The problem of **insufficient** items in stock is creating a **substantial** decrease in production since without the proper materials we cannot complete the orders on time. Our **prognosis** is gloomy unless we can **replenish** the stock with additional inventory from our other warehouses. Only then can we look ahead to a successful year.

2. To establish a healthy **rapport** among employees, it is important not to **segregate** different departments. Let us **reiterate** that **polarization** of **substantially** different groups leads to **obstructions.** Hence, it is important that we use each other as **sounding boards** so that we continue to be successful at this difficult time.

3. When the machine stopped working, the supervisor **insinuated** that Joe had used **minimal** caution. The **sequence** of events that followed led to Joe being **obstinate** and **insubordinate**. He said the **spurious** accusations were mere **hearsay** and that he would not be made a **scapegoat** for the **inexplicable** occurrence.



"WELL KNOWN SAYINGS"

For fun, try some **"Well Known Sayings"**

COMPLEX MATERIALS: DECODING THE FACTS
◆SESSION 5◆

OBJECTIVES:

In order to understand as well as use language more efficiently, at the end of this session students will be able to:

- apply spelling rules
- use frequently confused words correctly

TOPICS:

- spelling
- frequently confused words

METHODS:

- guided discussion of principles
- group work
- practice situations for discussion and writing

EVALUATION:

- self evaluation based on correct completion of worksheets

Students' spelling will improve when they apply the spelling rules to their own writing. They will also be able to distinguish and use frequently confused words correctly.

MATERIALS:

- List of Commonly Misspelled Words
- Spelling Rules and exercises
- Frequently Confused Words and exercises

TEACHER TIPS ◆ SESSION 5

Work – discuss and rewrite memos on Flextime

◊ **Spelling** and **vocabulary.** Students work through this series of handouts and worksheets. Time should be spent focusing on individual needs and problems. Dictionaries should be used, particularly with Frequently Confused Words. Remember this should not be a testing situation for the students. No one should be made to feel that they are inadequate, etc.

COMMONLY MISSPELLED WORDS

absenCE
aCCept
aCComplish
aCCurate
achIEvement
acquaintANCE
aCRoss
adverTISEment
adVICE/VISE
A LOT
anSWer
aPPropriate
arGUMent
artICLE
aTHLete
attenDANCE
availABLE
bEAUtiful
begiNNing
behaVIOR
breaTH/THE
BUSIness
calENDAR
cEIling
cerTAINly
chIEf
choiCe
chOOse/chOse
coMMerCial
coMMiTTEE
compETItion
conCentrate
congRATulate
conSCIENCE
conSCIOUS
consEquently
convenIEnce
counSelor
critiCISM/CIZE
deFINITEly
desPERate/ly
DEScribe
deveLOP
diFFERent/ence
diSAPPoint
DISease
doESN'T
duRing
eiGHTH
embaRRaSS
enTRANCE
enveLOPE
enviRONMent
eSPECIALly
exaGGerate
eXCept
exisTENCE
exPERIEnce
exPERIment
exPLANation
exTREMEly
familIAR
faSCinate
FeBRUAry
forEIGN
genIUS
goVERNMent
gramMAR
gUArANtee
hEIGHT
iMMediate
imporTANT
indepenDENCE
inTEGration
inTELLectual
intERest/ing
inTERfere
inteRRupt
IRRELevant
JUDGment
JEWELry
knowLEDGE
laBORATory
LEIsure
lenGTH
liCenSe
lonEliness
lOOse/lOse
mainTENance
maTHEmatics
misCHIEF
miSSpell
nIEce
ninEty
ninTH
oCCaSion
oCCuRRence
opINion
oPPortunity
oRIGinal
oPTImist
partiCULAR
PAStime
PERform
PERhaps
phoNY
phySICal
poSSeSS
poSSible
preFER
preJUDiCED
preVALENT
priviLEGE
proBABly
proNUNciation
PSYchology
PURsue
quIET/quITE
realIZE
reCOMMend
RHyTHM
rIdicULOUS
scenERy
SCHedule
SECRETary
sePARate/ly
siMILar
siNCe
sinCEREly
spEEch
straiGHT
strenGTH
sUCCeed/sUCCess
SURpriSE
temPERature
thROUGH
thoROUGH
ThurSday
toMoRRow
unNECESSary
UNusUAlly
WedNESday

NOUNS – USEFUL TIPS

Singular nouns that end in s

- athletics
- economics. mathematics, physics
- news
- politics
- the United States

Nouns that are always plural

- clothes
- glasses
- jeans, pants, shorts, slacks, trousers
- scissors
- police

Collective nouns are singular when they refer to a group acting as one

- audience
- band
- class
- club
- collection
- committee
- crowd
- faculty
- family
- group
- jury
- orchestra
- public
- staff
- team

SPELLING RULES

1. **i** before **e**, except after **c,** if the sound of the 2 letters combined is **"ee"**:

   mischief receive

   i before **e** if the sound of the 2 letters combined is **"ee"**. If not, the pattern is reversed :

   foreign

   Exceptions: either, neither, seize, leisure, weird, sheik

2. If a word ends in **"y"** and the **"y"** comes after a **consonant**, change the **y** to **mi** before adding more to the word:

enemy	enemies	
secretary	secretaries	
try	tries	tried
study	studies	studied
lonely	loneliness	

   But when you add **"ing"** you keep the **"y"**:

try	trying
study	studying

   If the **"y"** comes after a **vowel**, you do not change it to **"i"**:

holiday	holidays	
display	displays	displayed
employ	employment	
pay	payment	

Exceptions: day	daily	
pay	paid	
lay	laid	

SPELLING RULES

3. Drop the final silent **e** when adding an ending that begins with a **vowel:**

accuse	accusing
dispute	disputing

Keep the final silent **e** when adding an ending that begins with a **consonant:**

hope	hopeless
spite	spiteful

Exceptions:	judgment	courageous
	dyeing	argument
	truly	

4. Double the final consonant, when adding an ending, when the vowel sound says its sound:

sum	summary
trim	trimming
program	programming

Usually, in words of more than one syllable, when the accent is on the **1st**. syllable, **do not double** the consonant:

layer	layering
offer	offered
cancel	canceled

Usually, in words of more than one syllable, when the accent is on the **2nd**. syllable, **double** the consonant:

occur	occurring
refer	referred
prefer	preferred
remit	remittance
omit	omitted

Do not double the final consonant, when adding an ending when the vowel sound says its own name:

time	timing
rage	raging
cope	coping

SPELLING REVIEW

Complete the word in parentheses.

1. We hope to (**rec** _____ **ve**) payment for the work by the end of the week.

2. We avoided an (**arg** _____ **ment**) when we held a meeting to change our working (**env** _____ **ment**).

3. The hinges on the door are (**l** _____**se**) and need to be tightened.

4. I did not (**bel** _____ **ve**) the (**h**_____ **ght**) of the new basketball player.

5. In my (**jud** _____ **ment**) the (**go** _____ **ent**) will spend more on training next year.

6. I will send that letter (**sep** _____ **ly**) and would appreciate your answer (**im** _____ **d** _____ **ly**).

FREQUENTLY CONFUSED WORDS

Fill in the blank in each sentence by selecting the word you think most appropriate from the words in parentheses.

1. Don't let my opinion _____ your decision. (*effect, affect*)

2. The _____ of the new price increases will be that fewer people will be able to afford the product. *(effect, affect)*

3. It becomes a matter of _____ that we offer products at affordable prices. *(principal, principle)*

4. After working in sales for a year, she decided that she was _____ in it. *(disinterested, uninterested)*

5. Let me _____ an example to illustrate the point. *(cite, site, sight)*

6. The _____ is an important part of this program. (*councilor, counselor)*

7. Do you mean to _____ that I am not telling the truth? *(infer, imply)*

8. From what you have said, I have reason to _____ it. *(infer, imply)*

FREQUENTLY CONFUSED WORDS

9. Nothing that happened after the meeting could _____ from the initial excitement we all felt. *(detract, distract)*

10. He received many _____ for the presentation he gave on the importance of good customer relations. *(complements, compliments)*

11. When we arrived, the others were _____ to go. *(all ready, already)*

12. I make _____ mistakes in punctuation than I did before I took this course. *(less, fewer)*

13. In order to relax, you must _____ deeply. *(breath, breathe)*

14. The new rule, _____ antagonizing the employees, will be difficult to administer. *(beside, besides)*

15. Writing letters is another good _____ of communication for this purpose. *(median, medium)*

SPELLING EXERCISE

Circle the correctly spelled word in each pair.

1. defendant
   defendent
2. interfered
   interferred
3. paralell
   parallel
4. precede
   preceed
5. bookkeeper
   bookeeper
6 independent
   independant
7. catagory
   category
8. neccessary
   necessary
9. desperately
   desparately
10. liaison
    liason
11. dissapoint
    disappoint
12. refered
    referred
13. temparature
    temperature
14. lisence
    license
15. accessible
    accessable
16. developement
    development
17. Febuary
    February
18. benefited
    benefitted
19. chargable
    chargeable
20. guarentee
    guarantee

SPELLING EXERCISE

Find the spelling errors in the letter below. Then rewrite it correctly.

Dear Madame:

Thank you for your courteous letter requesting information about our latest product. You are apparantly extremly knowledgable about the subject and we would reccomend that you become part of our destinguished clientel. We have submited a questionaire that is necessary for you to complete before we can acommodate you into our programme. We suggest that you fill in the relavant sections and send it to us at your liesure. Then we will implement our part of the baragin.

You will find our product extrordinary. Congradulations once again, and welcome. We sincerly beleive that you will be delighted with the results.

Yours truely,

The Managment, ABC Products.

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SPELLING EXERCISE

Read the memo below and find the spelling errors. Then rewrite it correctly.

TO: John Brown
FROM: Mary Black
DATE: April 5, 1993

SUBJECT: Reccognition of your Personel Acheivements.

At a recent meeting of the Eviroment Comittee, the concensus of the group was that you should recieve the Acheivement award for your unparalelled work to impliment changes in the way we get rid of exess waste. This was expecially pleasing for me, as I have had the priviledge of working with you over a long period of time.

The award will be presented at a seperate meeting held in your honour. I will let you know the time, date and venue very soon.

Congradulations!

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WORD USAGE

Look at the words paired below and, by using them in sentences, make sure you can distinguish between them.

1. accept
   except
2. access
   excess
3. adapt
   adept
4. advice
   advise
5. aide
   aid
6. ascent
   assent
7. coarse
   course
8. desert
   dessert
9. farther
   further
10. loose
    lose
11. moral
    morale
12. quiet
    quite
13. continual
    continuous
14. stationery
    stationary
15. incite
    insight
16. disburse
    disperse
17. cooperation
    corporation
18. eminent
    imminent
19. allowed
    aloud
20. berth
    birth

WORD USAGE

Make sure you know the difference between the following:

1. already
   all ready
2. anyone
   any one
3. beside
   besides
4. everyday
   every day
5. less
   fewer
6. their
   there
7. who's
   whose
8. your
   you're
9. among
   between
10. I
    me

WORD USAGE EXERCISE

Read the letter below. Then rewrite it, correcting any mistakes.

Dear Ms. Jones:

Thank you for you're letter inquiring about the job we had advertized in last week's newspaper. Unfortunately, the position has all ready been taken. However, I advice you to keep in contact with our cooperation. Everyday things change and I can site you many examples of situations when people, who's circumstances change, leave suddenly.

We complement you on your qualifications, and hope that we have farther dealings with you.

Yours sincerely,

J.B. Smith

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COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 6 & 7♦

OBJECTIVES:

In order to read and respond to company memos, articles and reports, at the end of this session the students will be able to:

- identify subjects
- identify main ideas and supporting details
- identify what action the author wants taken

TOPICS:

- identifying subjects
- main ideas
- supporting details
- identifying what action needs to be taken

METHODS:

- guided discussion
- reinforcement exercises
- application to company material- pamphlets, letters & memos

EVALUATION:

- self assessment
- correct identification of main ideas and supporting details
- Assessment of written tasks

Students will apply the reading strategy to materials in the workplace. They will be able to identify purpose and subject and will be able to make decisions for themselves as to the best course of action.

MATERIALS:

- The Basic Reading Formula
- Exercises
- company materials – pamphlets, letters & memos

TEACHER TIPS ◆ SESSION 6 & 7

Use articles from magazines or papers

Handout – **The Basic Reading Formula Study Sheet**
Main Ideas – ask :

a. What is the article about?

b. What point is the author making about the subject?

c. What does the author really want you to understand and remember?

Supporting Details

Relate Main Ideas and Supporting details of whole articles to main ideas of paragraphs:

◊ Main Ideas are often contained in the first or last sentence of the paragraph.

◊ Supporting Details help you to understand the main idea.

Exercises on finding the main ideas.
Discuss and apply to pamphlets found in the workplace.
e.g. Equal Employment Opportunity and Affirmative Action

Reading memos and letters

Read letter and memo

What **skimming** would you do here?

Reading more carefully: **Vocabulary**
Make a list and try to work out the meanings of any words that are not familiar to you.

THE BASIC READING FORMULA STUDY SHEET

SUBJECT

Question: What is the article mostly about?
Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

MAIN IDEA

Question: What point does the author make about the subject?
Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

SUPPORTING DETAILS

Question: What examples does the author give to prove the main idea?
Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

ACTION

Question: What action does the author want taken?
Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.

MAIN IDEAS

Each of the following paragraphs is followed by four general statements. For each paragraph determine the statement that best expresses the main idea.

1. A computer may do many different kinds of work. An individual may use a computer to write letters on, store recipes or play computer games. An insurance salesman may use it to develop plans for his clients. A plant manager may use it to keep stock of all inventory in the plant.

    a) Computers are important to Insurance Companies.

    b) Computers have many uses.

    c) People who have computers at home use them for all different things.

    d) Life has changed for people with computers.

2. The company has a right and obligation to maintain a safe and productive working environment for all employees, while still respecting the rights of individuals. In order to achieve the goals of protecting employees and promoting productivity, we have developed a policy to keep drugs and alcohol out of the workplace, and to assist individuals with a dependency problem through our Employee Assistance Program.

    a) The company will not allow any employee to drink or use drugs on the job.

    b) The company must provide a safe working environment, as well as protecting the rights of individuals.

    c) The company has developed a Substance Abuse policy.

    d) Anyone can get help from the Employee Assistance Program.

MAIN IDEAS

3. In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

    a) Working in a factory is always potentially dangerous.

    b) In the past there wasn't enough information about chemical safety.

    c) In order to keep people safe at work, the government has legislated that all information on chemicals used is written in a standardized way.

    d) Containers of chemicals must have labels on them.

MAIN IDEAS

In the space provided, write a sentence that expresses the **main idea** of each of the following paragraphs.

1. On the whole, I don't like the new manager. I find his attitude condescending and rude. He has made very little attempt to learn our names. He arrived for work very late yesterday and then got angry with us when we didn't know what we had to do and he was not very complimentary of the predecessor, who had been here for 10 years before him.

2. Since World War II the workplace has changed significantly both in job requirements and the labor force needed to perform this work. As the workforce becomes older and more diverse in national origins and in gender, many employees lack the basic educational skills needed to succeed in jobs that are constantly upgrading. Employers are beginning to realize that the strength of their organizations depends on investing now in training not only for middle management and above, but also for their hourly paid workers.

READING PAMPHLETS

Pamphlets are used to do the following:

- ✍ **inform** people of the law, and how it affects them
- ✍ **instruct** people on safety
- ✍ **teach** people to use new equipment
- ✍ **announce** new and important information

There is always a **key message** for you, the **reader**.

1. You need to identify the **subject.**

2. Then identify the **key message (main idea)**, by asking yourself

   - ◊ *why has this been written?*
   - ◊ *what does this mean for me?*

3. Next identify the **supporting details** that go with the key message, by asking

   - ◊ *what do I need to do?*
   - ◊ *how do I need to change what I am doing now?*
   - ◊ *when do I need to do this?*
   - ◊ *where do I need to do this?*
   - ◊ *with whom?*
   - ◊ *why?*

READING PAMPHLETS

Now apply this strategy to the handbooks provided.

Equal Employment Opportunity & Affirmative Action
The New Professionals – Rules for Safe Industrial Truck Operation
Fire Safety

What **skimming** would you do here?

Reading more carefully:
Vocabulary–Make a list and try to work out the meanings of any words that are not familiar to you.

* What is the **subject**?

* What is the purpose?

* What is the key message?

* What are the **supporting details**?

* How does this affect you?

READING MEMOS AND LETTERS

Memos and **Letters** are used to do the following:

- ✍ **inform** people of what is happening
- ✍ **instruct** people on what to do when changes are being made
- ✍ **remind** people of policies and procedures
- ✍ **announce** new and important information

There is almost always a **key message** for you, the **reader**.

1. You need to identify the **subject.**

2. Then identify the **key message (main idea)**, by asking yourself

   - ◊ *what does this mean for me?*
   - ◊ *what do I need to do?*
   - ◊ *how do I need to change what I am doing now?*

3. Next identify the **supporting details** that go with the key message, by asking

   - ◊ *when do I need to do this?*
   - ◊ *where do I need to do this?*
   - ◊ *with whom?*
   - ◊ *why?*

READING MEMOS AND LETTERS

4. Look for **clue words** that help you identify the **key message** and **supporting details**

Examples:

after	*as soon as*	*during*	*from now on*
immediately	*no later than*	*whenever*	*however*
in addition	*instead of*	*in order that*	*regarding*
to sum up	*unless*		

5. **Act** on the information

READING MEMOS AND LETTERS

Now apply this strategy to the letter or memo that your teacher provides.

What **skimming** would you do here?

Reading more carefully:
Vocabulary–Make a list and try to work out the meanings of any words that are not familiar to you.

* What is the **subject**?

* What is the key message?

* What are the **supporting details**?

* Can you identify any **clue words**?

* What do you need to do?

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION ♦ 8

OBJECTIVES:

In order to take appropriate action after reading memos, letters and reports, at the end of this session the students will be able to:

- define the task
- research the information
- using the information, decide on a course of action
- take action and evaluate results

TOPICS:

- how to read for action
- reading for information
- taking notes

METHODS:

- guided discussion
- task setting
- group work

EVALUATION:

- correct completion of tasks

Students will be able to research information in order to solve problems at work. This will enable them to deal with situations directly, rather than having to turn to a third party for help.

MATERIALS:

- Reading for Action
- Reading for Information
- Taking Notes
- Consumer's Guide to New Jersey Law

READING FOR INFORMATION

- Define your **purpose** for reading
- **Preview** passage to be read to organize your thinking around the topic
- **Skim** the text quickly for general information and main ideas.
- Look for **clues** – look at headings, sub-headings, anything bolded , in italics or underlined, pictures, charts, graphs
- Read first and last paragraphs and first sentences from other paragraphs
- Write **questions** from headings, sub-headings etc.
- Read the article carefully, underlining **key words and phrases**
- Answer your questions in your own words
- **Evaluate** your interpretation. Have you understood what you have read? Can you achieve your purpose? If not, have you misinterpreted the information?

TAKING NOTES

When you take notes from reading materials, keep these tips in mind:

- **Do not** copy down whole paragraphs or pages!
- Focus on the main idea of the material
- Collect support for your main ideas
- Don't worry about writing complete sentences
- Focus on key words and phrases
- Keep in mind the purpose for taking that particular note – if there is no purpose, then you will copy endlessly and end up with a wealth of information, none of which will be helpful to you in serving your purpose
- Keep track of where the information comes from
- If you use quotations, be sure to record the source

READING FOR ACTION

What do you need to do if the task requires **research**? Examine the following situation:

What do you do if you feel you have been discriminated against at work? It is easy to act if you have a supportive supervisor and work in an organization that you know will be responsive to your problems. However what do you do if you know that your complaints will 'never be heard'? Use the strategy below, as well as any information you might find in the Consumer's Guide to New Jersey Law.

Strategy:

- **Identify the problem**
- **Find the appropriate written material**
- **Scan for the facts related to your purpose**
- **List facts**
- **Examine facts**
- **Draw conclusions**
- **Decide on your course of action**
- **Evaluate the end result**

READING FOR ACTION

What do you need to do if the task requires **research**? Examine the following situation:

You need to make a will, but don't know whether it is worth your going to a lawyer to draw it up.

Strategy:

- **Identify the problem**
- **Find the appropriate written material**
- **Scan for the facts related to your purpose**
- **List facts**
- **Examine facts**
- **Draw conclusions**
- **Decide on your course of action**
- **Evaluate the end result.**

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 9 & 10♦

OBJECTIVES:

In order to complete more complex forms more efficiently, at the end of this session students will be able to do the following:

- identify the subjects and purposes of different forms
- respond appropriately to these differences
- apply the reading strategy to forms
- fill out forms accurately

TOPICS:

- subjects and purposes of different forms
- applying the reading strategy to forms
- writing longer statements clearly and correctly
- filling out forms

METHOD:

- discussion
- writing

EVALUATION:

- correct completion of forms

READING MORE DIFFICULT FORMS

When we fill out forms it is very important to spend time applying the reading strategy to the material **before** we put pen to paper. We must actively understand the **subject** and **purpose** of the form and what is required of us.

What is the **subject** of this form?

_____

What is its **purpose**?

_____

_____

When would you fill out this form?

_____

_____

What should you do before you fill it out?

_____

_____

Is there any part that you must not fill in?

_____

_____

READING MORE DIFFICULT FORMS

Is there any part that you don't have to fill in?

How many times do you have to sign your name, and for what reasons?

When you have completed this form, what do you have to do with it?

INTERPRETING A FORM W-4

When we fill out forms it is very important to spend time applying the reading strategy to the material **before** we put pen to paper. We must actively understand the **subject** and **purpose** of the form and what is required of us.

⇒ **What** is the **purpose** of the federal **Form W-4**?
⇒ **Who** requires this form and **why**?
⇒ **What** do you do with the completed form?

To understand this form you need to know the following vocabulary:

exempt/exemption	*withholding*
deductions	*liability*

Are there any other words you don't know?

_____

_____

In your own words define what *Head of Household* means?

_____

_____

Read item 7 on the form. What would make you exempt from income tax withholding?

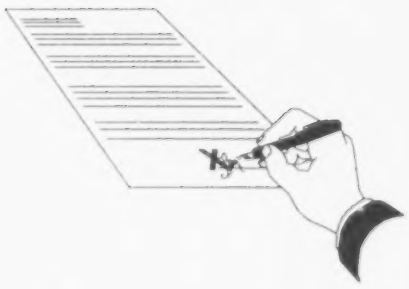
_____

_____

INTERPRETING A FORM W-4

Read A to G on the Personal Allowances Worksheet. How many allowances would you claim?

Now try to complete the Personal Allowances Worksheet and then the Employee's Withholding Allowance Certificate.



INVESTMENT ELECTION FORM

What is the subject of this form?

What is its purpose?

How often can you make changes?

In your own words, summarize where you can make changes in your investment choices.

INVESTMENT ELECTION FORM

If you don't choose to spread your pension into the different funds, where does the money go?

_____

_____

Where would you go to get information on the performance of the different funds?

_____

_____

You can spread your investment between all or any of the different funds in any way you want. What is the only thing you have to make sure of?

_____

_____

If you hand in your completed form on August 28, 1994, when will the changes you have made become operational?

_____

_____

What must you do with the completed form?

_____

_____

THE PERFORMANCE REVIEW FORM

What is the **subject** of this form?

What is the **purpose** of this form?

Why is this form different from the other forms we have dealt with?

In your own words identify the main ideas of each of the key areas.

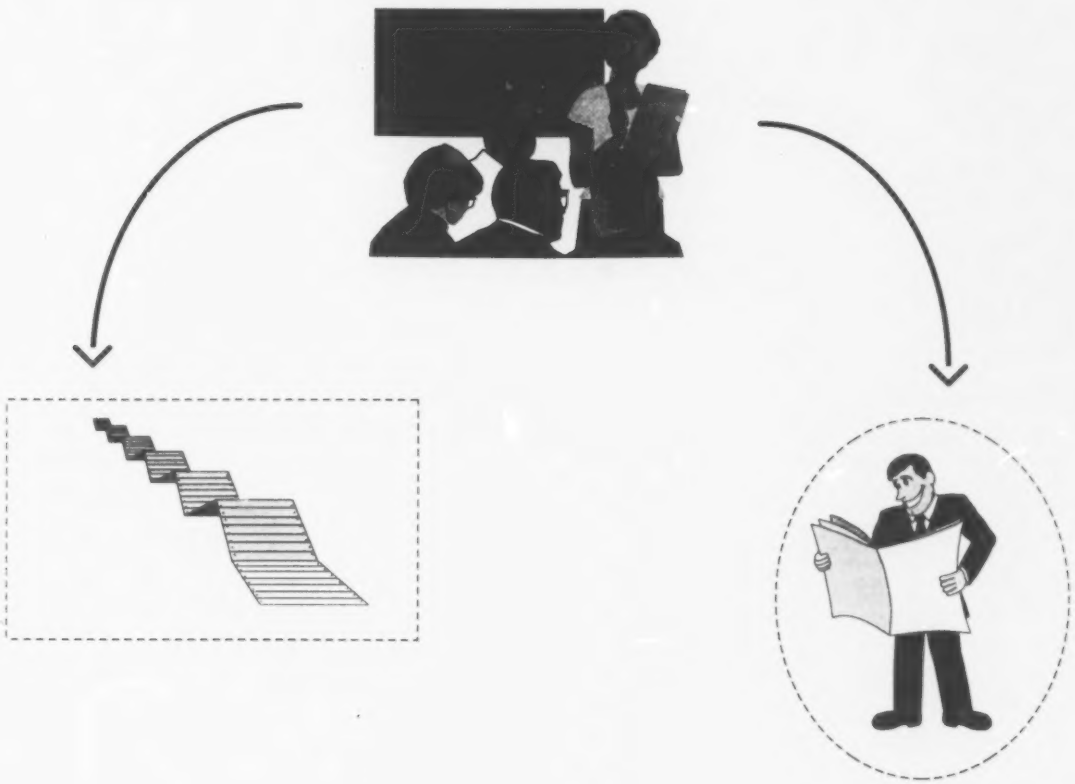
THE PERFORMANCE REVIEW FORM

What are your objectives for yourself for the next 12 months?

COMPLEX MATERIALS: DECODING THE FACTS
♦SESSION 11 & 12♦

OBJECTIVES:

At the end of these sessions, students will be able to take all the strategies learned in this course and apply them to reading a company report.



READING REPORTS

Reports are different from letters and memos because they are usually much more detailed and formal. They require more effort to read, understand and interpret. However, the information they give can be invaluable for a more global understanding of the company at large, or, on a personal level, give an employee greater understanding and control over subjects that affect him/her.

Here, more than anywhere, we need to use the previewing strategies discussed earlier.

✓ **Before** you read in detail:
- * **know your purpose** – why are you reading this?
  how will it affect you?
- * what do you already know about the **subject**?
- * what is your **opinion** about the subject?
- * identify unfamiliar **vocabulary**.
- * look for **clues**.
- * read the **executive summary**, the **introduction** and the **conclusions** first.
- * write down **questions** you want answered before you start. Then when you have finished reading, see if you can answer them.

✓ **During** reading:
- * take **notes**.
- * use **clues** to predict meanings.
- * **summarize key points**.
- * ask others to explain the meanings of unfamiliar words, graphs and math figures.

✓ **After** reading:
- * **restate** the **main points** in your own words.
- * **discuss** what you have read with someone else.
- * **relate** back to your **original purpose** for reading the report.
- * suggest to your supervisor that various reports be discussed at meetings.